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ABSTRACT

This curriculum package on communication is a product of the Workforce 2000 Partnership, which combined the resources of four educational partners and four industrial partners in Alabama, Georgia, and South Carolina to provide education and training in communication, computation, and critical thinking to employees in the apparel, carpet, and textile industries. This curriculum package contains a curriculum guide that provides the following: a quick view of all the major components of the curriculum for communication; the job title for which the curriculum was originally developed and field tested; a general instructional objective; the estimated time needed; and a chart matching specific instructional objectives with the estimated amount of time required, the learning activities included, resources required, evaluation method, and suggested resources and materials. The lesson plan contains a detailed explanation of the activities in the curriculum guide. Handouts, transparency masters, and pretests and posttests are provided. This curriculum package focuses on all areas of communication skills, including reading, writing, listening, and speaking. (KC)

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ED 424 474

Success Skills for the Textile Industry: Communication (SS1)

EDUCATION PARTNERS	INDUSTRY PARTNERS
Enterprise State Junior College	CMI Industries, Inc.
MacArthur State Technical College	Opp & Micolas Mills
Southeast Alabama Adult Network	Pridecraft Enterprises
Laurens County Literacy Council	Shaw Industries

The Workforce 2000 Partnership combines the resources of educational and industrial partners to provide education and training in communication, computation and critical thinking skill to employees in the apparel, carpet and textile industries. The project is funded by a US Department of Education National Workplace Literacy Program grant awarded over three years to Enterprise State Junior College in the amount of $2,243,470 (70%) with committed private sector matching funds of $961,487 (30%), bringing the total program resources to $3,204,957. The activities of the Partnership do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government. Participation by the education or industrial partners in the project should also not be construed as endorsement by the Government of any partners' products.

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INTRODUCTION

The Workforce 2000 Partnership is a network of industries and educational institutions that provides training in communication, computation, and creative thinking to employees in the textile, apparel, and carpet industries. The Partnership serves line employees and first-line supervisors at 15 plants in Alabama, Georgia, and South Carolina. The curricula for these topics are developed by the educational partners, which include a junior college, a technical college, and two adult education/literacy programs.

The Partnership uses functional context curricula to teach the topics listed above. This introduction will describe how the curriculum is developed, the contents of this curriculum package, and how to involve learners in the educational process.

CURRICULUM DEVELOPMENT

Before writing curriculum, instructors must know what employees need to learn. An instructional need is defined as the difference between what workers know and what the job requires. Project staff employ a variety of methods to analyze the duties and tasks of the jobs, as well as what kinds of communication, computation, and creative thinking skills are required. The analyses include interviewing exemplary workers; observing these workers on the job; interviewing groups of workers who perform the same or very similar jobs; reviewing documents such as job descriptions, handbooks, signs, memoranda, etc; interviewing supervisors and managers; and structuring surveys to be completed by workers, supervisors, and managers. During the analyses, the curriculum developer will also look for skills that the worker must perform to be considered for promotions.

Needs assessment is a vital part of the curriculum development process because the educator must fully understand what a worker does in order to determine what the worker must learn. As the needs assessment process continues, the educator also collects numerous documents to use as materials for instruction. The use of work-specific materials for instruction is what sets workplace education apart from other types of adult education. These materials allow skills to be learned in the classroom and more readily transferred to the plant floor. Therefore, reading skills improvement takes place as the worker is reading and comprehending the employee handbook; math skills improvement happens while the worker is computing percentages for production; and thinking skills improve as the worker is learning to work as a team member.

CONTENTS OF THIS CURRICULUM PACKAGE

The Curriculum Guide

The curriculum guide provides a quick view of all the major components of the curriculum. The job title for which the curriculum was originally developed and field tested is given in the upper left hand corner under the name of the curriculum module. Next is the General

Instructional Objective that defines the major purpose of the curriculum. The Overall Time is listed to estimate the amount of time that should be devoted to the entire module.

The chart is used by reading across the columns to match the Specific Instructional Objective with the estimated amount of time required, the Learning Activities, Resources required for the activities, and the Evaluation method used to assess achievement of the specific objective. The instructor should carefully review the column on Resources / Materials to ensure that necessary items are readily available. Copyrighted materials may be referenced in the Resources section of the Curriculum Guide; however, no copyrighted material has been duplicated and placed in this module.

Sequencing Learning Activities

Project staff use a model of instructional sequencing adapted from *Literacy at Work* by Jori Phillipi[1]. In this model, the instructional sequence begins with an activity designed to invite the learners into the learning process. This activity will allow the learners to bring to mind past learning and experiences in a way that will facilitate the learning of new information. The activity may come from the workplace or from other real-life situations.

Once the new information has been presented, learners participate in activities designed to practice skills clustered in increasingly larger chunks. These skills are then applied to situations from the workplace to maximize the transfer of the skills learned. A closure activity provides for review and assessment of the skills learned and may also identify needs for further learning.

Lesson Plan

The Lesson Plan contains the detailed explanation of the activities referenced on the Curriculum Guide. Note that the numbering system for the activities is the same on the Curriculum Guide and in the Lesson Plan. In reviewing the Lesson Plan, the instructor should look for places where more appropriate work-specific items can be substituted. This substitution customizes the curriculum for the specific work site and makes the learning activities more meaningful for the learners involved.

Handouts, Transparencies and Tests

The Lesson Plan may require that handouts and/or transparencies be used in teaching the module. If so, these items are located behind the Lesson Plan in the curriculum package and are designated as Handouts or Transparencies in the header at the top of the page. If a pre- and post-test (called Preview and Review) are a part of the module, these will also be found in the Handouts section.

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[1] Phillipi, Jori. *Literacy at Work: The Workbook for Program Directors*. New York: Simon & Schuster Workplace Resources, 1991.

It is essential to provide opportunities for the adult learners to recognize their place in the educational process. The first step in the process is the assessment of the learner's skills and needs, performed jointly by the learner and the instructor. This assessment, becomes a part of the learner's Individual Education Plan (IEP). The IEP forms used by the Partnership are contained in this module. The IEP provides for collection of demographic data, evaluation of learner's skills and needs, and an outline of the activities in this module.

Every activity contains opportunities for evaluation, and, as much as possible, the learners perform the evaluation themselves. As curriculum is written, a page is developed for the learners to use to follow the sequence of activities and to document their performance. This page, called the Learner's Page, becomes a part of the IEP.

Frequently, pre- and post-tests (referred to as Previews and Reviews) are administered as a part of the evaluation process. Learners participate in scoring these tests and write their scores on their pages. To vary the assessment methods, the learners may be asked to rate themselves on their ability to perform certain skills, to write a phrase or statement that expresses their belief about their learning, or to specify what skills need more practice.

The purpose for including the learners in the evaluation process is to help them understand that assessment is reflective, constructive, and self-regulated. The learners, having participated in an ongoing needs assessment process, understand why they are participating in the learning activities. Therefore, including them in the evaluation of the learning gives them opportunities for relearning, synthesizing, and applying the skills.

Written self-evaluative comments on the Learner's Page also provide opportunities for communication between the learner and the instructor. This type of assessment is teacher-mediated (*i.e.* usually done when instructed by the teacher), ongoing, and cumulative. The Learner's Page is filed in his or her folder which is regularly reviewed by the instructor. During the reviews, the instructor may write comments in response to those made by the learner.

The goal of this curriculum is to enable learners to transfer classroom academic learning to the plant floor, thereby improving both productivity and efficiency. This curriculum will be most effective if the instructor customizes the curriculum to the specific worksite.

For more information about the project or the curricula contact:

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Module: Communication
Job Title: Hourly Textile Employee

Authors: Johnson/Bass/Hall

General Instructional Objective: To effectively apply communication techniques
Overall Time: 4 hours

Specific Instructional Objective	Time	Learning Activities	Resources/Materials	Evaluation (Process/Status)
(Motivation)	10 min	1.1 Motivational Activity: Game -- "Gossip"		Ineffectively transmit message
Assess existing knowledge about the communication process	10 min	2.1 Instructional Activity: Pre-assessment -- "Preview"	Handout -- "Preview"	Complete exercise
Identify the steps in the communication process	5 min	3.1 Instructional Activity: Instructor Explanation -- steps of communication process	Lecture Reference: Stein, Wendy. Communication Skills that Work: A Functional Approach for Life and Work. Bk. One. Chicago: Contemporary, 1991. 4.	Remain attentive during explanation
Identify problems that may hinder communication	5 min	4.1 Instructional Activity: Brainstorming -- communication hindrances	Chalk board, chalk or Flip chart, marker	Contribute at least two ideas to class brainstorm session
Recognize the role of perception in the communication process	5 min	5.1 Instructional Activity: Instructor Explanation -- perception definition		Remain attentive during explanation

Specific Instructional Objective	Time	Learning Activities	Resources/Materials	Evaluation (Process/Status)
Discuss how perception changes the way we see things	10 min	6.1 Instructional Activity: Listen to Audio Tape	Audio cassette player, Copy of audio cassette: **Covey, Stephen. The Seven Habits of Highly Effective People.**	Remain attentive to audio cassette recording, and discuss contents afterward
	5 min	6.2 Instructional Activity: View Examples of Perception	Handout -- "Seeing is Not Believing" from the following source: Romanek, Elizabeth. Communication Skills that Work: A Functional Approach for Life and Work. Bk. Two. Chicago: Contemporary, 1991. 6,7.	Discuss contents of handout
	5 min	6.3 Instructional Activity: Discussion and Exercise	Handout -- "Differences in Perception" (Romanek, 8)	Participate in discussion and complete exercise
Discuss the role perception plays in the workplace	5 min	7.1 Instructional Activity: Discussion -- misinterpretation of messages	Handout -- "I Heard It through the Grapevine" (Romanek, 10)	Participate in discussion
Identify listening as a key element in the communication process	5 min	8.1 Instructional Activity: Instructor Explanation -- importance of listening	Information resource: Sonbuchner, Gail Murphy. Help Yourself: How to Take Advantage of your Learning Styles. Syracuse: New Readers Press, 1991. 63.	Remain attentive during explanation

Specific Instructional Objective	Time	Learning Activities	Resources/Materials	Evaluation (Process/Status)
	5 min	8.2 Instructional Activity Brainstorming -- ways listening will be important on a new job	Chalk board or Flip chart and marker	Contribute ideas to brainstorm list
	5 min	8.3 Instructional Activity: Discussion -- listening	Handouts -- "The Key Elements of Listening" and "Effective Listening" (Romanek, 16)	Participate in discussion
Identify individual listening style to include an awareness of strengths and weaknesses	10 min	9.1 Instructional Activity: Self-evaluation -- listening style	Handout -- "Listening Inventory" from the following source: Dugger, Jim. Listen Up and Hear What's Being Said. Shawnee Mission: National Press, n.d. 6,7.	Complete evaluation and participate in discussion
Discuss the four types of listening and techniques for listening improvement	10 min	10.1 Instructional Activity: Discussion -- listening (types and techniques)	Handouts -- "Four Types of Listening" (Dugger, 4); "Guidelines for Active Listening" (Romanek, 13); and "Listening Techniques" (Romanek, 14-15)	Participate in discussion

Specific Instructional Objective	Time	Learning Activities	Resources/Materials	Evaluation (Process/Status)
Identify speaking as a key element in the communication process	15 min	11.1 Instructional Activity: Discussion -- speaking	Handouts -- "Sending the Message" (Romanek, 22); "Speaking Tips" (Romanek, 12); **"Perception"**; "Strategies for Effective Speaking" (Romanek, 23); "Seven Requirements of Effective Speech"; and "Common Situations Which May Interfere With Communication"	Participate in discussions of handouts
Demonstrate the effects of speaking and how it relates to the communication process	15 min	12.1 Instructional Activity: Role Play -- speaker/listener	Handout -- "Speaker/Listener Exercise" (Romanek, 25)	Participate in role play activity and complete accompanying evaluation questions
Recognize ways to gain and project self-confidence when speaking	5 min	13.1 Instructional Activity: Review and discuss -- self-confidence	Handouts -- "Ways to Gain Confidence When Speaking to One or a Thousand" and "Project Self-Confidence by Controlling Distracting Nervous Expressions"	Participate in group discussion
Identify nonverbal communication as a key element in the communication process	10 min	14.1 Instructional Activity: Instructor explanation -- introduction to nonverbal communication		Remain attentive during explanation

Specific Instructional Objective	Time	Learning Activities	Resources/Materials	Evaluation (Process/Status)
Classify posture, gestures, and personal space as forms of nonverbal communication	10 min	15.1 Instructional Activity: Instructor explanation -- posture, gestures, and personal space	Handout -- "Nonverbal Communication" (Romanek, 28); "Showing Your Attitude" (Romanek, 30) and "Posture and Gestures"	Participate in discussion and complete activity from last handout
Develop awareness of role of nonverbal communication	15 min	16.1 Instructional Activity: Role play -- speaker/listener	Handout -- "Working Together"	Discuss results of role play exercise
Review nonverbal communication techniques	10 min	17.1 Instructional Activity: Crossword puzzle -- nonverbal communication	Handout -- "Nonverbal Communication: Crossword Puzzle"	Complete puzzle
Identify writing as an element of the communication process	5 min	18.1 Instructional Activity: Instructor explanation -- writing is a three-part process	Handout -- "Writing" (Sonbuchner, 103) and "The Writing Process" (Romanek, 121)	Listen attentively to explanation
	5 min	18.2 Instructional Activity: Brainstorming -- why communicate in writing	Flip chart and marker	Contribute ideas to class brainstorm list

Specific Instructional Objective	Time	Learning Activities	Resources/Materials	Evaluation (Process/Status)
	20 min	18.3 Instructional Activity: Discussion -- writing techniques	Handouts -- "Quick Ways to Correct Your Spelling While Writing" (Sonbuchner, 106); "Improving Your Spelling" (Sonbuchner, 107-109); "Basic Spelling Rules" (Sonbuchner, 109), "How to Use More Interesting Vocabulary in Your Writing" (Sonbuchner, 110); "How to Get Down on Paper What You Really Want to Say" (Sonbuchner, 111-113); and "How to Improve the Appearance of Your Written Work" (Sonbuchner, 114)	Participate in discussion
Apply correct writing techniques to a workplace situation	25 min	19.1 Instructional Activity: Writing Assignment	Handout -- "Communication Writing Assignment"	Complete writing assignment according to guidelines given on handout
(Closure)	5 min	20.1 Culmination Activity: Instructor explanation -- review of seminar		Listen and comment during review
(Post Assessment)	5 min	21.1 Post Assessment -- Review	Handout -- "Review"	

LESSON PLAN

1.1 Motivational Activity - 10 minutes

Instructor will explain to participants that they are going to play a variation of the old childhood game "gossip." Select participant to read silently the following message:

Specialized skill and knowledge are required of employees who want to succeed in the contemporary workplace.

Ask that participant to whisper the message to another participant, then continue the pattern throughout the group. When the last participant has received the message, ask him/her to report to the group what he/she heard. Discuss how and why the message may have changed from its original form (the speaker may not have spoken clearly, the listener may not have concentrated, the speaker may have mangled the message for "fun," the listener may not have known the terminology, etc.). Instructor will explain that in the work place, messages are often changed for the same reason and may cause quality and/or interpersonal problems. Clear communication is a necessity in the workplace.

2.1 Instructional Activity - 10 minutes

Instructor will distribute copies of the Communication Preview. Instructor will explain to participants that they may not know many of the answers, but the purpose of the preview is to identify learning needs in the communication process.

3.1 Instructional Activity - 5 minutes

Instructor will explain that the communication process involves a sender, a message, and a receiver. Also, communication plays an important role in your relationships with people, family, friends, coworkers, and so on. When communication takes place, you give or receive a message -- information, ideas, or feelings. (Reference: Stein, Wendy. Communication Skills that Work: A Functional Approach for Life and Work. Bk. One. Chicago: Contemporary, 1991. 4.)

4.1 Instructional Activity - 5 minutes

Instructor will ask participants to list problems which hinder listening ability. (If possible, instructor will write these on the board as participants name them.) Examples: machine noise, lack of concentration, lack of interest, distractions, etc. As these communication hindrances are being named, instructor will explain that noise, both psychological and physical, hinder the communication process. Define psychological noise as thoughts, misinterpretations, and preconceived ideas which keep the listener from clearly receiving the speaker's message. Define physical noise as loud machinery, someone shouting, etc.

5.1 Instructional Activity - 5 minutes

Perception is the way we see and interpret the world. Each person sees the world differently, and when a listener sees and interprets the world differently than the speaker, psychological noise is occurring. Your background, events experienced in your life, your age, and your attitude can determine how you perceive things. Also, the way we see and interpret the world is called a "paradigm." Sometimes we see and interpret the world incorrectly, and must have a "paradigm shift."

6.1 Instructional Activity - 10 minutes
Play the portion of The Seven Habits of Highly Effective People audio cassette which relates Stephen Covey's experience on the subway. Discuss the role of paradigms/perception in the way that Covey changed his viewpoint. (He went from being aggravated at the man for allowing his children to behave in such a disruptive manner, to feeling extreme sympathy and understanding when he learned the man's wife had just passed away.)

6.2 Instructional Activity - 5 minutes
Distribute copies of "Seeing is Not Believing" handout (2 pages). Participants will discuss differences in perception.

6.3 Instructional Activity - 5 minutes
Distribute copies of "Differences in perception." Read and discuss. Allow participants the opportunity to complete the practice at the bottom of the page. Ask participants to share and compare their responses.

7.1 Instructional Activity - 5 minutes
Distribute copies of "I Heard It Through the Grapevine." Ask participants to read and answer the question. Discuss Responses. Ask participants to recall a time when one of their messages was misinterpreted due to a difference in perception.

8.1 Instructional Activity - 5 minutes
Instructor will explain the difference between hearing (a physical activity requiring little effort or thought) and listening (a skill used for remembering, interpreting, or internalizing an audible message). Instructor should refer to the following source for lecture guidance:
Sonbuchner, Gail Murphy. Help Yourself: How to Take Advantage of Your Learning Styles. Syracuse: New Readers Press, 1991. 63.

8.2 Instructional Activity - 5 minutes
Ask participants to list ways that listening will be important on a new job. Instructor will write list on the board or flip chart and ask participants to discuss.

8.3 Instructional Activity - 5 minutes
Distribute copies of "The Key Elements of Listening" and "Effective Listening." Read and discuss the handouts.

9.1 Instructional Activity - 10 minutes
Distribute copies of "Listening Inventory." Ask participants to rate themselves as a listener. Discuss the results. Instructor will explain to participants that many people find they need to improve their listening skills. Becoming aware of your listening weaknesses is the first step in correcting them.

10. Instructional Activity - 10 minutes
Instructor will explain that listening is a demanding activity that requires effort, skill, and practice. Distribute copies of "Four Types of Listening," "Guidelines for Active Listening," and "Listening Techniques." Read and discuss each.

11.1 Instructional Activity - 15 minutes
Instructor will explain to participants that speaking is an element of the communication process and that mutual understanding between speaker and listener must occur for effective communication to take place. After instructor distributes the following handouts, participants and instructor will read and discuss each of them:

"Sending the Message"
"Speaking Tips"
"Perception"
"Strategies for Effective Speaking"
"Seven Requirements of Effective Speech"
"Common Situations Which May Interfere With Communication"

12.1 Instructional Activity - 15 minutes
Distribute copies of "Speaker/Listener Exercise." Assign speaker and listener roles. Allow 5-10 minutes and ask participants to share the listener's evaluations of the speaker's performance. Reverse roles and complete exercise. Discuss the follow-up questions.

13.1 Instructional Activity - 5 minutes
Distribute copies of "Ways to Gain Confidence When Speaking to One or a Thousand" and "Project Self-Confidence by Controlling Distracting Nervous Expressions." Read and Discuss.

14.1 Instructional Activity - 10 minutes
Instructor will explain that a person's message is clearer when the spoken words are combined with appropriate nonverbal communication. Nonverbal communication takes place in many forms, such as facial expression, body language, thrashing arms, eye contact, etc.

15.1 Instructional Activity - 10 minutes
Distribute the following handouts: "Nonverbal Communication," "Showing Your Attitude," and "Posture and Gestures." Read and discuss the handouts. Ask participants to complete activity at the end of the last handout. Discuss.

16.1 Instructional Activity - 15 minutes
Distribute copies of "Working Together." Instructor will assign partners. Each participant will take turns playing the given roles. Complete activity and discuss results.

17.1 Instructional Activity - 10 minutes
Instructor will give students a copy of "Nonverbal Communication: Crossword Puzzle." Ask students to complete.

18.1 Instructional Activity - 5 minutes
Instructor will explain to participants that writing is a three-part process: 1) plan the message, 2) write the message, and 3) revise the message. Sometimes writing is the primary means of communicating in the workplace. Because people do not always use standard English, errors in communication sometimes occur in our writing. Instructor will then distribute copies of "Writing" and "The Writing Process." Instructor and participants will read and discuss.

18.2 Instructional Activity - 5 minutes

Ask participants to brainstorm reasons why we would need to communicate in writing. (To make sure what we say is documented, to make sure we are understood, etc.) Instructor will ask participants what mistakes are often made in writing. (Errors in spelling, grammar usage, and not writing what you mean to say, etc.)

18.3 Instructional Activity - 20 minutes

Instructor will distribute copies of the following handouts:

"Quick Ways to Correct Your Spelling While Writing"
"Improving Your Spelling"
"Basic Spelling Rules"
"How to Use More Interesting Vocabulary in Your Writing"
"How to Get Down on Paper What You Really Want to Say"
"How to Improve the Appearance of Your Written Work"

19.1 Instructional Activity - 25 minutes

Distribute copies of "Communication Writing Assignment." Ask participants to choose a partner (or instructor may assign) and complete the assignment given on the handout. Remind participants to pay particular attention to grammar usage, spelling, and punctuation. Have a dictionary available for participant use. After completing the activity, partners should exchange papers and proofread for errors and to determine if good writing skills were utilized (Was all information given? Was there clear understanding of the written message?) Ask participants to share strengths/weaknesses found and to discuss the results.

20.1 Culmination Activity - 5 minutes

Remind participants that communication is the process of effectively sending and receiving messages. This process can be accomplished through speaking, gesturing, and posture, as well as in writing. Explain that all these forms will be used on the plant floor, and that participants will have many opportunities to use skills gained in this seminar.

21.1 Post Assessment - 5 minutes

Distribute copies of the Communication Review. Ask participants to complete. Share correct answers of the review with the participants after the papers have been collected.

Communication
PREVIEW

NAME_____ **DATE**_____

____ 1. Which of the following is an element of the communication process?
   a. Receiver
   b. Sender
   c. Message
   d. All of the above

____ 2. Which of the following is true?
   a. Hearing and listening mean the same thing.
   b. Hearing is done with the mind and the ears.
   c. Unless impaired, hearing goes on all the time.
   d. Hearing involves facial expressions, gestures, posture, and body motion.

____ 3. Which is ***not*** an example of psychological noise?
   a. Distractions
   b. Loud machinery
   c. Limited attention spans
   d. Filtering

____ 4. Which of the following demonstrates excellent listening?
   a. Maintaining little eye contact
   b. Assuming to know what another is going to say
   c. Finishing another's sentence
   d. Asking questions sparingly, and only for clarification

____ 5. Key elements of listening include:
   a. Speaking the message
   b. Interpreting the message
   c. Automatic compliance
   d. All of the above

____ 6. Which of the following is good for communication?
   a. Changing the subject
   b. Combining verbal and nonverbal feedback
   c. Staring blankly
   d. Mumbling

____ 7. When you speak to people,
   a. 10% of perception is visual
   b. 55% of perception is visual
   c. 85% of perception is visual
   d. 5% of perception is visual

____ 8. Which is ***not*** a requirement for effective speech?
   a. Exaggerated enunciation
   b. Intelligibility
   c. Pleasant vocal quality
   d. Composure

____ 9. Which of the following is ***not*** a part of the writing process?
   a. Organizing and planning the message.
   b. Writing the message using correct vocabulary.
   c. Use gestures that add to and explain your words.
   d. Revise the message if necessary.

____ 10. Which of the following is an element of nonverbal communication?
   a. Posture
   b. Gestures
   c. Personal space
   d. All of the above

Communication
PREVIEW *ANSWER KEY*

D 1. Which of the following is an element of the communication process?
   a. Receiver
   b. Sender
   c. Message
   d. All of the above

B 2. Which of the following is true?
   a. Hearing and listening mean the same thing.
   b. Hearing is done with the mind and the ears.
   c. Unless impaired, hearing goes on all the time.
   d. Hearing involves facial expressions, gestures, posture, and body motion.

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   b. Writing the message using correct vocabulary.
   c. Use gestures that add to and explain your words.
   d. Revise the message if necessary.

D 10. Which of the following is an element of nonverbal communication?
   a. Posture
   b. Gestures
   c. Personal space
   d. All of the above

Seeing is Not Believing

This handout contains copyrighted material and, therefore, can not be included in this package. A copy may be obtained from the original source:

Romanek, Elizabeth. Communication Skills That Work: A Functional Approach for Life and Work. Bk. Two. Chicago: Contemporary, 1991. 6,7.

Differences in Perception

This handout contains copyrighted material and, therefore, can not be included in this package. A copy may be obtained from the original source:

Romanek, Elizabeth. Communication Skills That Work: A Functional Approach for Life and Work. Bk. Two. Chicago: Contemporary, 1991. 8.

I Heard It Through the Grapevine

This handout contains copyrighted material and, therefore, can not be included in this package. A copy may be obtained from the original source:

Romanek, Elizabeth. Communication Skills That Work: A Functional Approach for Life and Work. Bk. Two. Chicago: Contemporary, 1991. 10.

The Key Elements of Listening

Key Element # 1: Hear The Message

Our brain recognizes sound as it enters the ear. Other "listening channels" such as our eyes and our feelings seek confirmation of the message from the speaker's non-verbal feedback (body language) and tone of voice. Hearing is the beginning of the listening process. It is non-selective and involuntary. However, when you choose to listen, it is on purpose.

Key Element # 2: Interpret The Message

Interpreting a speaker's message is coming to a mutual understanding of the speaker's meaning. Good listeners know that a match-up in meaning is a match-up in understanding. The word communication come from the Latin root word communis which means "commonness", a commonness of understanding.

Key Element # 3: Evaluate The Message

Good listeners make sure they have all of the key information before forming an opinion. They do not jump to conclusions based on a bias or incomplete information. They may agree or disagree with the speaker. Good listening does not mean automatic compliance. A good listener will weigh and analyze all of the evidence before reaching a final decision or making a written or verbal judgement.

Key Element # 4: Respond To The Message

Although a response may be considered a speaking rather than a listening role, it is critical to clear communication. The listener must let the speaker know by verbal and/or non-verbal feedback what was heard and how it was

heard. Good listeners accept responsibility to provide feed back to the speaker in order to complete the communication process.

Good listeners must have a strong desire to reach a common understanding. Effective responses inform the speaker that:

1. The message was heard.
2. It was understood.
3. It was evaluated appropriately.

Speaker/Listener Exercise

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Romanek, Elizabeth. Communication Skills That Work: A Functional Approach for Life and Work. Bk. Two. Chicago: Contemporary, 1991. 25.

Listening Inventory

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Dugger, Jim. Listen Up and Hear What's Being Said. Shawnee Misssion: National Press, n.d. 6,7.

Four Types of Listening

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Dugger, Jim. Listen Up and Hear What's Being Said. Shawnee Misssion: National Press, n.d. 4.

Guidelines for Active Listening

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Listening Techniques

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Romanek, Elizabeth. Communication Skills That Work: A Functional Approach for Life and Work. Bk. Two. Chicago: Contemporary, 1991. 14, 15.

Sending the Message

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Romanek, Elizabeth. Communication Skills That Work: A Functional Approach for Life and Work. Bk. Two. Chicago: Contemporary, 1991. 22.

Speaking Tips

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Romanek, Elizabeth. Communication Skills That Work: A Functional Approach for Life and Work. Bk. Two. Chicago: Contemporary, 1991. 12.

Perception

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Stategies for Effective Speaking

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Romanek, Elizabeth. Communication Skills That Work: A Functional Approach for Life and Work. Bk. Two. Chicago: Contemporary, 1991. 23.

Seven Requirements for Effective Speech

1. ***Adequate Projection*** - Voice should be loud enough to be heard without shouting. Equipment and machinery noise, as well as use of required ear protection make good projection a **"must"** in the workplace.

2. ***Intelligibility*** - Clear and distinct delivery of words. Overly distinct speech, which is affected and distracting, is no better than sloppy speech. Because plant employees come from a variety of backgrounds, it is necessary to speak as intelligibly as possible in order to be understood.

3. ***Pleasant Vocal Quality*** - Clear, powerful, and well controlled. Control emotions (anger, frustration, hurt, and fear).

4. ***Correct Pronunciation of Words*** - Vocabulary specific to your workplace. Learn pronunciation of new words, learn word meanings, practice using new words, and check yourself for correct usage.

5. ***Delivery*** - Be able to express your true meaning using correct vocabulary. Be sure to gain listener's attention and hold it during your conversation. Be aware of a co-worker's responsibilities and time constraints.

6. ***Accurate Oral Expression*** - in terms of vocabulary and grammar. Use the correct vocabulary to explain yourself and the situation. Watch for slang words that may confuse the listener.

7. ***Composure*** - Free from mannerisms that distract. Use gestures that add to and help explain your words. Avoid those which may confuse the listener.

Common Situations Which May Interfere With Communication

1. ***Technical Words*** - Technical words sometimes cause confusion. Out of the 750,000 words that comprise the English language, about 150,000 are considered technical terms. These are words that are used by certain industries and may not be common to people outside that particular industry.

2. ***Jargon*** - Like technical words, jargon refers to words which have special meaning to certain groups of people. Jargon terms and phrases generally have a literal meaning which is quite different from the jargon meaning. If a printer yells, "Put her to bed!" he or she means start the presses. If a stagehand yells, "Kill the baby!" he or she means turn out one stage light. The textile industry is no exception to jargon use. What is some jargon used in your plant?

3. ***Jumping To Hasty Conclusions*** - This is easy to do, but is very often wrong. In the workplace, this can occur when an employee who is dependent on the services of another employee interprets delay as intentional. Always ask yourself:
   a. Do I have sufficient evidence to draw a conclusion?
   b. Is the source of evidence reliable?
   c. Could the evidence be mere coincidence, or has it existed over a sufficient period of time to be conclusive?

4. ***Poor Listening***

5. ***Unskilled Organization*** - Be sure to organize your thoughts carefully. Always prepare your listeners, and review key points with them. Use an effective questioning strategy to clear up any confusion. Involve listeners as much as possible. Explain any technical terms or jargon (see # 1 and # 2 above). Use visual help if appropriate. If your discussion is lengthy, summarize at its conclusion.

Speaker/Listener Exercise

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Ways to gain confidence when speaking to one or a thousand

1. Remember that most people are nervous when speaking to unfamiliar listeners.
2. A certain amount of tension is necessary so you will not appear disinterested in your message or audience.
3. Bursts of adrenaline may be actually help your performance.
4. Use exercise to help control any nervous energy you need to expend before speaking.
5. Use distance to help you and your listeners feel relaxed.
6. Remove barriers between you and listeners (barriers may be physical or psychological).
7. Be prepared by knowing what you are going to say, and how you are going to say it.
8. Prepare listeners for message.
9. Examine attitude about people in general and listeners in particular.
10. If speaking to a large group makes you nervous, consider it as several small groups gathered together.
11. Ask yourself if listeners want to see you fail, or if they want to see you do your best. Chances are they want to see you succeed.
12. Remember that self-confidence is a determination to use abilities to their fullest extent, to expand beyond limitations, and to forget the past while facing the promises of the future.

You have already taken the first step toward self-confidence by your participation and willingness to learn.

PROJECT SELF-CONFIDENCE
BY CONTROLLING DISTRACTING NERVOUS EXPRESSIONS

1. FACIAL EXPRESSION

2. EYE MOVEMENT - watch for triangle, eye-dart, and down-cast look. Maintain normal 3 to 5 second eye contact with listener.

3. HAND GESTURES - be careful to avoid "sisters of mercy", "parade rest", and "fig leaf". Keep hands at side in relaxed fashion. Don't be afraid to use effective hand gestures.

4. SMILE - most smiles are lost under pressure.

5. CONTROL ROCKING, bending over, slouching, and leaning. Stand tall and in a ready position.

6. USE DISTANCE to help ease fear and nervousness.

7. BE YOURSELF!

Nonverbal Communication

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Showing Your Attitude

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Romanek, Elizabeth. Communication Skills That Work: A Functional Approach for Life and Work. Bk. Two. Chicago: Contemporary, 1991. 30.

POSTURE AND GESTURES

A discussion about communication often involves the topics of speaking and listening. Nonverbal communication (communicating in addition to or in place of spoken words, using posture and gestures) is also an important component of sending and receiving messages. Two aspects of nonverbal communication that deserve notice in a manufacturing environment are that of ***postures, gestures, and personal space.***

Beside each topic in the table below, please list a nonverbal way that these topics may be expressed.

Doubt, mistrust	
Confusion	
"Back Off"	
Apathy	
Impatience	
Absent Mindedness	

WORKING TOGETHER

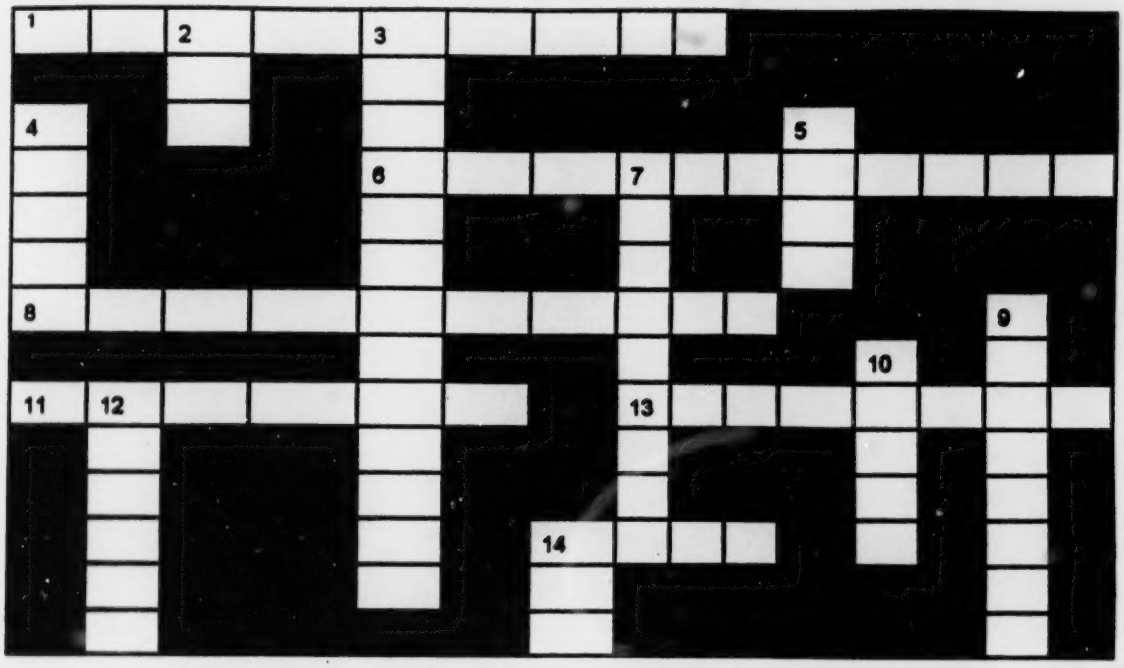
DIRECTIONS: This activity will help increase your awareness of your own and other people's nonverbal behavior. Choose a partner to work with. Each partner will take turns playing the role of speaker and listener. Afterward, you will discuss your reactions. Guidelines for both of the roles follow.

SPEAKER'S GUIDELINES	LISTENER'S GUIDELINES
Describe your neighborhood to your partner. (If you live in the same neighborhood, you may describe your block.) Tell about the people who live there, the building, the streets, the parks, the shopping facilities, and the businesses. Tell what you like and dislike about your neighborhood.	Before you listen to the speaker, decide whether to send *positive* nonverbal signals or *negative* ones. Use body language and be consistent about sending positive or negative signals as the speaker talks.

FOR DISCUSSION: When you are finished playing your roles, discuss the speaker's reactions to the listener's nonverbal communication.

NONVERBAL COMMUNICATION

Cross Word Puzzle

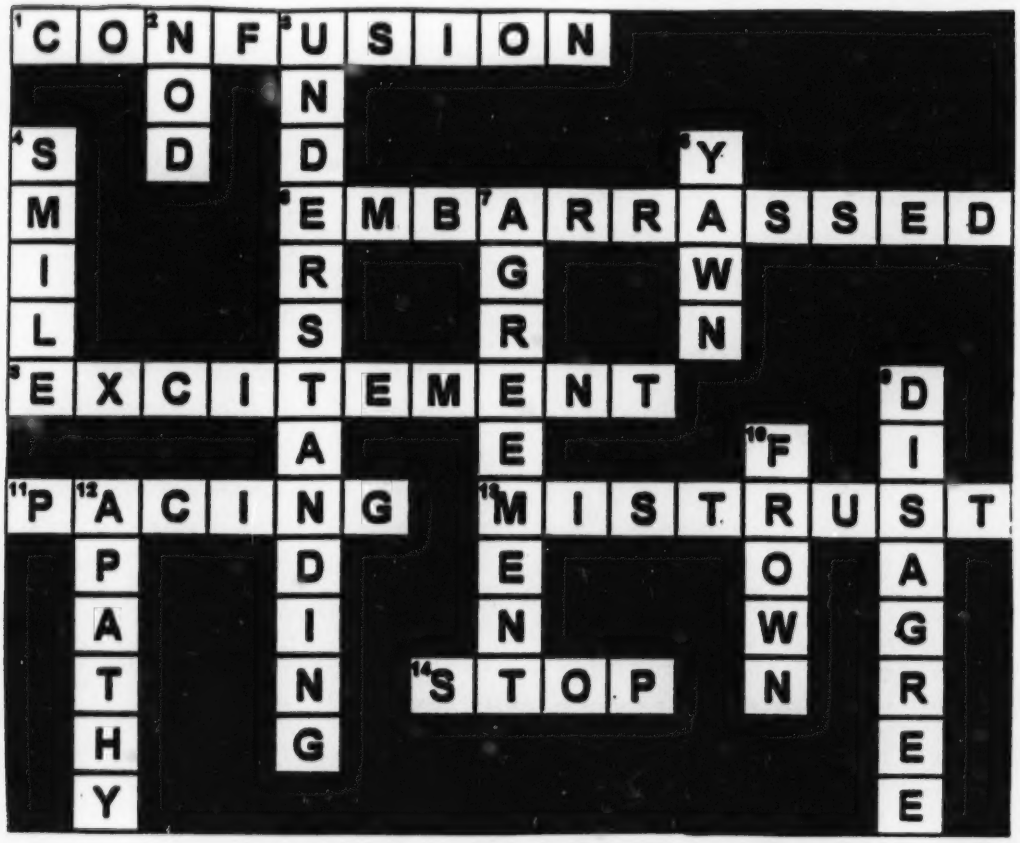


ACROSS	DOWN
1. Shrugging shoulders	2. Moving head up and down
6. Lowering eyes, blushing	3. Eye contact
8. Jumping up and down	4. Happy
11. Impatient	5. Sleepy or bored
13. Doubtful expression	7. Thumbs up
14. Putting your hand out	9. Shaking head back & forth
	10. Unhappy
	12. Walking away from

NONVERBAL COMMUNICATION

Cross Word Puzzle

ANSWER KEY



ACROSS		DOWN	
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6.	Lowering eyes, blushing	3.	Eye contact
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14.	Putting your hand out	9.	Shaking head back & forth
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		12.	Walking away from

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Writing

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Sonbuchner, Gail Murphy. Help Yourself: How to Take Advantage of Your Learning Styles. Syracuse: New Readers Press, 1991. 103.

The Writing Process

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Romanek, Elizabeth. Communication Skills That Work: A Functional Approach for Life and Work. Bk. Two. Chicago: Contemporary, 1991. 121.

Quick Ways to Correct Your Spelling While Writing

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Sonbuchner, Gail Murphy. Help Yourself: How to Take Advantage of Your Learning Styles. Syracuse: New Readers Press, 1991. 106.

Improving Your Spelling

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Sonbuchner, Gail Murphy. Help Yourself: How to Take Advantage of Your Learning Styles. Syracuse: New Readers Press, 1991. 107-109.

Basic Spelling Rules

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Sonbuchner, Gail Murphy. Help Yourself: How to Take Advantage of Your Learning Styles. Syracuse: New Readers Press, 1991. 109.

How to Use More Interesting Vocabulary in Your Writing

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Sonbuchner, Gail Murphy. Help Yourself: How to Take Advantage of Your Learning Styles. Syracuse: New Readers Press, 1991. 110.

How to Get Down on Paper What You Really Want to Say

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Sonbuchner, Gail Murphy. Help Yourself: How to Take Advantage of Your Learning Styles. Syracuse: New Readers Press, 1991. 111-113.

How to Improve the Appearance of Your Written Work

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Sonbuchner, Gail Murphy. Help Yourself: How to Take Advantage of Your Learning Styles. Syracuse: New Readers Press, 1991. 114.

Communication Writing Assignment

This activity will give you practice in writing a request letter. Choose a partner. (Do not choose the same partner for this exercise.) Each of you will select one of the assignments below. Do not choose the same assignment as your partner.

After you have completed the writing activity, evaluate your partner's written assignment using the following guidelines:

1. Is the writing concise (to the point, no "flowery language)?
2. Is all the necessary information included?
3. Is the writing logically organized and easy to understand?
4. Does the writing contain correct spelling, punctuation, and capitalization?

Writing Assignment 1:

As a training instructor, you notice that new employees are placing product samples in stacks that are taller than safety rules allow. To ensure that all new employees remember and understand the importance of following correct safety practices , write a procedure stating the correct method of stacking samples. Explain why this procedure should be followed.

Writing Assignment 2:

Write an informative memo to new employees explaining the different types machinery being utilized for transporting products and people throughout the plant.

Writing Assignment 3:

Write a memo to the operator that will be replacing you during the next shift change. Explain in the memo about an incident that occurred during your shift and how it will affect that operator. (Examples: Changes in a customer order, equipment malfunction, or a safety problem.)

Communication REVIEW

NAME_____ **DATE**_____

____ 1. Which of the following is an element of the communication process?
   a. Receiver
   b. Sender
   c. Message
   d. All of the above

____ 2. Which of the following is true?
   a. Hearing and listening mean the same thing.
   b. Hearing is done with the mind and the ears.
   c. Unless impaired, hearing goes on all the time.
   d. Hearing involves facial expressions, gestures, posture, and body motion.

____ 3. Which is ***not*** an example of psychological noise?
   a. Distractions
   b. Loud machinery
   c. Limited attention spans
   d. Filtering

____ 4. Which of the following demonstrates excellent listening?
   a. Maintaining little eye contact
   b. Assuming to know what another is going to say
   c. Finishing another's sentence
   d. Asking questions sparingly, and only for clarification

____ 5. Key elements of listening include:
   a. Speaking the message
   b. Interpreting the message
   c. Automatic compliance
   d. All of the above

____ 6. Which of the following is good for communication?
   a. Changing the subject
   b. Combining verbal and nonverbal feedback
   c. Staring blankly
   d. Mumbling

____ 7. When you speak to people,
   a. 10% of perception is visual
   b. 55% of perception is visual
   c. 85% of perception is visual
   d. 5% of perception is visual

____ 8. Which is ***not*** a requirement for effective speech?
   a. Exaggerated enunciation
   b. Intelligibility
   c. Pleasant vocal quality
   d. Composure

____ 9. Which of the following is ***not*** a part of the writing process?
   a. Organizing and planning the message.
   b. Writing the message using correct vocabulary.
   c. Use gestures that add to and explain your words.
   d. Revise the message if necessary.

____ 10. Which of the following is an element of nonverbal communication?
   a. Posture
   b. Gestures
   c. Personal space
   d. All of the above

Communication REVIEW
ANSWER KEY

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Revised 5/96

College: ESJC____ MSTC_____ **WORKFORCE 2000 PARTNERSHIP** **Date**:_____
Course#:_____ **INDIVIDUAL EDUCATION PLAN** **Level**:_____

Name:_____**Male**:___**Female**:___**Age**:____**Birthdate**:_____

Street:_____**Social Security#**:_____

City:_____**State**:_____**Zip**:_____**Phone#**:(____)_____

Classification: In-State Student___Out-of-State Student___(State)_____International Student___ (Country)_____

Mark Only One: Civilian____Active duty____Retired Military____Military dependent____

Race: White___Hispanic___Asian___Black___American Indian ____Pacific Islander ____Alaskan Native ___Other(Specify)_____

Marital Status: Single____Married____Separated____Divorced____Widowed____

Number of Children Living with You:_____

Employer:_____**How Long?**_____**Job Title:**_____

How many hours per week do you work this job?_____**Do you have more than one job?**_____

Please rate your ability to perform each of the following activities.(P=Poor, F=Fair, G=Good, E=Excellent):

Read English____ Understand English____ Speak English____ Write English____

Work as part of a team____ Use Math____ Solve problems/use reasoning____

Which of the following are required for your job? (Check all that apply)

Read Instructions_____ Speak English_____ Receive Spoken Instruction in English_____

Write English_____ Use Math____ Solve Problems____ Team work____

What are your vocational goals? Immediate_____Long Range_____

Circle the highest grade you completed: 0 1 2 3 4 5 6 7 8 9 10 11 12 GED 13 14 15 16 17 18

Last school attended:_____

What are your educational goals? (Check all that apply)

Improve skills for current job___ Improve skills for changing technology/future jobs____

Improve reading/writing/math___ Improve problem solving/critical thinking___ Improve speaking/listening____

Improve English(for non-native speakers)___ Pass GED tests___ Other(specify)_____

How would you like to be contacted? Through supervisor___Call at home___Letter___Other_____

Workforce 2000 Partnership
Individual Education Plan
Learner's Page

Name of Course: Communication
Date of Course: _____

Name: _____
Employer: _____

GOALS	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	PREVIEW/REVIEW SCORE		EVALUATION COMMENTS
• Improve skills for current job		Motivation			
• Improve reading/ writing/math	Assess existing knowledge about the communication process	Preview	X	___	
• Improve speaking/ listening	Identify the steps in the communication process	Instructor Explanation -- steps of communication process			
	Identify problems that may hinder communication	Brainstorming --- communication hindrances			
	Be aware of the role of perception in the communication process	Instructor Explanation -- perception definition			
	Discuss how perception changes the way we see things	Listen to Audio Tape			
		View Examples of Perception			
		Discussion and Exercise			
	Discuss the role perception plays in the workplace	Discussion -- misinterpretation of messages			
	Identify listening as a key element in the communication process	Instructor Explanation -- importance of listening			

Workforce 2000 Partnership
Individual Education Plan
Learner's Page

GOALS	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	PREVIEW/REVIEW SCORE	EVALUATION COMMENTS
• Improve skills for current job • Improve reading/ writing/math • Improve speaking/ listening		Brainstorming -- ways listening will be important on a new job		
		Discussion -- listening		
	Identify individual listening style to include an awareness of strengths and weaknesses	Self-evaluation -- listening style		
	Discuss the four types of listening and techniques for listening improvement	Discussion -- listening		
	Identify speaking as a key element in the communication process	Discussion -- speaking		
	Demonstrate the effects of speaking and how it relates to the communication process	Role Play -- speaker/listener		
	Recognize ways to gain and project self-confidence when speaking	Review and Discuss -- self-confidence		
	Identify nonverbal communication as a key element in the communication process	Instructor Explanation -- introduction to nonverbal communication		

Workforce 2000 Partnership
Individual Education Plan
Learner's Page

GOALS	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	PREVIEW/REVIEW SCORE	EVALUATION COMMENTS
• Improve skills for current job • Improve reading/ writing/math • Improve speaking/ listening		Brainstorming -- ways listening will be important on a new job		
		Discussion -- listening		
	Identify individual listening style to include an awareness of strengths and weaknesses	Self-evaluation -- listening style		
	Classify posture, gestures, and personal space as forms of nonverbal communication	Instructor Explanation -- posture, gestures, and personal space		
	Develop awareness of role of nonverbal communication	Role Play -- speaker/listener		
	Review nonverbal communication techniques	Crossword Puzzle -- nonverbal communication		
	Identify writing as an element of the communication process	Instructor Explanation -- writing is a three-part process		
		Brainstorming -- why communicate in writing		
		Discussion -- writing techniques		
	Apply correct writing techniques to a workplace situation	Writing Assignment		

Workforce 2000 Partnership
Individual Education Plan
Learner's Page

GOALS	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	PREVIEW/REVIEW SCORE		EVALUATION COMMENTS
		Instructor Explanation -- Review of seminar			
		Review	X	____	

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Employee Signature _____ Date _____

Instructor Signature _____